DOCUMENT RESUME

ED 434 342 CS 216 897

AUTHOR Martinez, Paul
TITLE New Mexico Language Arts Content Area Standards and Benchmarks.
INSTITUTION Center for the Education and Study of Diverse Populations, Rio Rancho, NM.
PUB DATE 1999-00-00
NOTE 43p.
AVAILABLE FROM For full text: <http://www.cesdp.nmhu.edu>.
PUB TYPE Legal/Legislative/Regulatory Materials (090)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Standards; *Benchmarking; *Communication Skills; Elementary Secondary Education; *Language Arts; *State Standards; Student Educational Objectives
IDENTIFIERS Content Learning; *New Mexico

ABSTRACT

This guide states that New Mexico's Language Arts Content Standards and Benchmarks are built upon the Competency Frameworks adopted by the State Board of Education in 1992. The guide further states that the first two content standards are comprised of Unifying Concepts that represent universal language skills that apply not only to language arts, but also embody communication in all disciplines. The next six content standards are organized around the following topics: Listen and Read; Speak and Write; Appreciate and Respect; and Access, Analyze, and Inform. The guide explains that the 10 Language Arts Content Standards and Benchmarks represent the skills and attributes of language that allow people to understand and be understood in an ever-changing world. The expectation of the guide is that these content standards and benchmarks will provide a coherent structure to guide curriculum, instruction, and assessment. In the guide the materials are divided into sections for grades K-4, 5-8, and 9-12, with an easy-to-follow and easy-to-read format. (Contains a 21-item list of resources.) (NKA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 434 342

New Mexico Language Arts Content Area Standards and Benchmarks

by Paul Martinez

Center for the Education and Study of Diverse Populations

Published

1999

CS 216 897

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Language Arts

Language Arts Content Standards and Benchmarks are built upon the Competency Frameworks adopted by the State Board of Education in 1992. The first two content standards are comprised of Unifying Concepts which represent universal language skills that apply not only to Language Arts, but also embody communication in all disciplines. The next six content standards are organized around the following topics: Listen and Read; Speak and Write; Appreciate and Respect; and Access, Analyze, and Inform. The ten Language Arts Content Standards and Benchmarks represent the skills and attributes of language which allow us to understand and be understood in an ever-changing world.

It is the expectation that Language Arts Content Standards and Benchmarks will provide a coherent structure to guide curriculum, instruction, and assessment.

Content Standards and Benchmarks

LANGUAGE ARTS
Unifying Concepts and Processes

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
	Students will	**Students will**	**Students will**
Students will understand and use Language Arts for communication.	develop an awareness of and use a variety of language resources; and	use a variety of language resources in a variety of contexts; and	analyze, evaluate, and use a wide range of language resources to communicate effectively; and
	acquire, develop, and use vocabulary and linguistic skills to communicate effectively.	use and expand vocabulary and linguistic skills to communicate effectively.	expand and evaluate use of vocabulary and linguistic skills in order to listen, read, think, speak, and write effectively.
1			
For sample lessons relating to this standard see pages: A-22, A-24, A-32, LA-14, M-18, M-20, MCNL-12, MCNL-14			

BEST COPY AVAILABLE

LANGUAGE ARTS
Unifying Concepts and Processes

STANDARD	BENCHMARKS		
	K-4	5-8	9-12
	Students will	Students will	Students will
Students will understand and use Language Arts as a learning tool.	use Language Arts skills and knowledge in all curriculum areas.	apply Language Arts knowledge and skills to solve problems that arise in other curriculum areas.	analyze, understand, and use the connections between Language Arts and other disciplines.
	use language skills and knowledge in daily life.	use language to understand various sources of information, local traditions, and culture as resources for learning.	analyze and effectively understand and use the applications of language in the daily life of many cultures.
	recognize relationships among topics in Language Arts study; and	explore and expand connections among areas of Language Arts study; and	analyze and use connections among areas of Language Arts study; and
2	acquire critical thinking skills in listening, speaking, reading, and writing.	apply critical thinking skills in listening, speaking, reading, and writing.	refine critical thinking skills in listening, speaking, reading, and writing.

For sample lessons relating to this standard see pages:

A-32
H-14
M-22
MCNL-14
MCNL-16
S-24
S-26
S-30
S-32
SS-22-26

LANGUAGE ARTS
Listen and Read

STANDARD	BENCHMARKS K-4	5-8	9-12
Students will listen and read for a variety of purposes. 3 For sample lessons relating to this standard see pages: M-18 M-20 M-22 S-26 S-32 SS-22	**Students will** listen, react to, and retell conversations, drama, music, poems, and stories delivered live and through technology; read and retell stories; acquire vocabulary through listening, reading, observing, and interacting with others; and choose reading materials at an appropriate reading level for information gathering, enrichment, and other purposes.	**Students will** listen, react to, and interpret conversations, drama, music, poems, and stories delivered live and through technology; read and study a wide range of materials; increase and use vocabulary through listening, reading, observing, and interacting with others; select and use appropriate reading materials and other information sources for a variety of purposes; and use print and non-print sources to generate and apply options to solve problems in the classroom and daily life.	**Students will** listen to, analyze, evaluate, and react to all forms of oral discourse delivered live and through technology; find, select, and read materials appropriate for specific purposes; increase and refine the use of vocabulary appropriate to specific purposes; evaluate the quality of any given piece of written or verbal information and determine its usefulness for the intended purpose; and use print and non-print sources to apply and evaluate options to solve problems and to help meet the challenges of life.

LANGUAGE ARTS
Listen and Read

STANDARD	BENCHMARKS K-4	BENCHMARKS 5-8	BENCHMARKS 9-12
Students will use a variety of listening and reading strategies appropriately.	Students will	Students will	Students will
	acquire basic listening skills;	use active listening skills to acquire information;	develop and use active, critical listening skills for a variety of purposes in a variety of contexts;
	decode unknown words using phonics and structural analysis;	acquire and use knowledge of structural elements including rhetorical devices, figurative, descriptive, and visual language;	analyze and evaluate knowledge of structural elements including rhetorical devices, figurative, descriptive, and visual language;
	use knowledge of culture, context clues, picture clues, and captions to aid comprehension;	apply knowledge of culture and context to aid comprehension;	apply and evaluate knowledge of culture and context to aid comprehension;
4	read aloud clearly, smoothly, and expressively, with proper phrasing;	demonstrate comprehension of written and spoken language;	analyze and evaluate written and spoken language on multiple levels;
For sample lessons relating to this standard see pages A-22 A-24 LA-16 M-18 MCNL-14 MCNL-16 SS-24	learn and practice study skills to complete assignments;	use study skills independently;	use a variety of study methods appropriately and successfully;
	acquire basic technology skills; and	use technological resources to assist comprehension; and	expand the use of technological resources to assist comprehension; and
	acquire the social skills of audience behavior.	use the social skills of audience behavior in a variety of settings.	refine the use of social skills of audience behavior in a variety of settings.

LANGUAGE ARTS
Speak and Write

STANDARD	BENCHMARKS K-4	5-8	9-12
	Students will	Students will	Students will
Students will speak clearly and write effectively for a variety of audiences and purposes.	develop and use a range of skills for speaking;	use appropriate strategies to organize and to deliver oral communication;	evaluate and choose the most effective strategies to organize and to deliver oral communication;
	develop a range of writing skills by writing on a regular basis;	expand writing skills and explore a variety of writing forms by writing on a regular basis;	use the most appropriate writing skills to fit a particular purpose by writing on a regular basis.
	express facts, ideas, and opinions in a variety of settings;	express facts, ideas, and opinions in a variety of settings in oral and written forms;	express facts, ideas, and opinions clearly, articulately, and appropriately for a specific purpose or audience;
5	recognize different uses of language and vocabulary;	adjust language and vocabulary appropriate to various audiences and for a variety of purposes;	analyze the use of language and vocabulary appropriate for various audiences and for a variety of purposes.
For sample lessons relating to this standard see pages: LA-18, M-22, MCNL-12, MCNL-16, S-24, S-26, S-30, S-32, SS-26	participate in drama, music, poems, and stories; and	develop, write, and participate in drama, music, poems, and stories; and	analyze, develop, write, and participate in drama, music, poems, and stories; and
	use knowledge of culture and home language to speak and write across the curriculum.	draw on prior experiences, knowledge, culture, and home language to speak and write proficiently across the curriculum.	utilize prior experiences, knowledge, culture, and home language in written and spoken products for all curriculum areas.

LANGUAGE ARTS
Speak and Write

STANDARD	BENCHMARKS		
	K-4	5-8	9-12
	Students will	Students will	Students will
Students will speak and write clearly, effectively, and correctly.	speak at the developmentally appropriate level using correct voice and body language;	use correct voice and body language when speaking, with an awareness of cultural conventions which influence language;	deliver exemplary oral presentations using the conventions of correctness;
	acquire handwriting skills and write legibly at the developmentally appropriate level; and	refine handwriting skills and acquire basic technology skills appropriate for writing; and	write legibly and use technology skills to enhance written products; and
6	acquire and use commonly accepted rules of spoken and written language, including grammar and spelling.	construct clear, concise, complete, and mechanically and grammatically correct sentences and paragraphs.	independently, use correct grammar and spelling.
For sample lessons relating to this standard see pages: PE-12 SS-24			

LA 8

LANGUAGE ARTS
Appreciate and Respect

STANDARD	BENCHMARKS K-4	5-8	9-12
	Students will	Students will	Students will
Students will respond personally, analytically, and critically to written and spoken language, and other media.	read and react to a wide variety of print and non-print materials in order to build understanding of content, self, and the cultures of the United States and the world;	analyze and critically respond to a variety of print and non-print materials in order to build understanding of content, self, and the cultures of the United States and the world;	evaluate and interpret print and non-print materials from a variety of perspectives;
	describe how language is used to present differing perspectives;	explore how language is used to present differing perspectives;	analyze how language is used to present differing perspectives;
	acquire media literacy knowledge and skills; and	apply media literacy knowledge and skills to classroom and daily life; and	use media literacy knowledge and skills to analyze, evaluate, and produce effective communication; and
7	define propaganda, marketing campaigns, and other persuasive messages.	identify and analyze propaganda, marketing campaigns, and other persuasive messages.	recognize, analyze, and respond critically to propaganda, marketing campaigns, and other persuasive messages.
For sample lessons relating to this standard see pages: A-32 MCNL-12 PE-12			

LA-9

LANGUAGE ARTS
Appreciate and Respect

STANDARD	BENCHMARKS		
	K-4	5-8	9-12
	Students will	Students will	Students will
Students will appreciate and respect their own language, culture, and literature, and will learn about the languages, cultures, and literature of others.	listen to, view, and read materials by a variety of authors covering diverse backgrounds and topics;	explain and appreciate elements of literature from diverse cultures;	analyze universal themes and patterns in the literature and oral traditions of other cultures;
	demonstrate familiarity with a variety of cultures through literature and art;	explain differences between the forms and content of oral traditions and literature from a variety of cultures;	analyze oral traditions and literature for cultural perspective;
	use language to describe similarities and differences among cultures;	compare and contrast the use of language, voice, conventions, and format from a variety of cultures;	analyze the use of language, voice, conventions, and format from a variety of cultures;
8	inquire and learn about language, vocabulary, and oral and written forms of communication from a variety of cultures within and outside the United States; and	identify the origin and evolution of language, vocabulary, and communication for diverse cultures; and	analyze spoken and written products from a variety of cultural perspectives; and
For sample lessons relating to this standard see pages: LA-20 SS-22 SS-26	share responses with peers to oral and written materials; and	develop an understanding of diverse literature, language, and cultural experiences; and	demonstrate understanding of a variety of different cultural perspectives; and
	develop and use social and interpersonal skills to understand and communicate effectively within their own cultures and with the cultures of others.	develop, analyze, and use social and interpersonal skills to understand and communicate effectively within their own cultures and with the cultures of others.	analyze, evaluate, and use social and interpersonal skills to understand and communicate effectively within their own cultures and with the cultures of others.

LANGUAGE ARTS
Appreciate and Respect

STANDARD	BENCHMARKS		
	K-4	5-8	9-12
	Students will	**Students will**	**Students will**
Students will use language and literature to gain insight into their own and others' lives, and to build understanding of the moral and aesthetic dimensions of human experience. 9 For sample lessons relating to this standard see pages: H-14 LA-22	use language to share experiences; and describe similarities and differences between literature and daily life.	use language and literature to build understanding of self and others.	analyze language and literature for contributions to understanding self and others as appropriate.

LANGUAGE ARTS
Access, Analyze, and Inform

STANDARD	BENCHMARKS K-4	5-8	9-12
	Students will	Students will	Students will
Students will use state-of-the-art computer and other technology to gather, use and synthesize information, and to create and communicate knowledge.	identify a variety of resources as learning tools;	find and apply information from a variety of sources;	evaluate the usefulness of information for specific purposes;
	acquire and use a common language for technology;	acquire and use a common language for technology, technical writing, and research skills;	expand and use technology, technical writing, and research skills;
10	use available technology to locate information; and	use available technology to locate, organize, and present information; and	use available technology to locate information and create quality products; and
For sample lessons relating to this standard see pages LA-24 M-20	use appropriate software and computer skills to support writing and communication.	produce a variety of forms of writing using technology.	develop documents and presentations for a variety of purposes using multiple types of technology.

Sample Lessons

Visit our Internet site for
updated information regarding
New Mexico Standards and Benchmarks

www.cesdp.nmhu.edu

LANGUAGE ARTS CONTENT STANDARD 1:

Students will understand and use Language Arts for communication.

This sample lesson may also apply to the following content standards:
- Art 3, 5, 6
- Math 2, 10, 12
- Social Studies 3, 9, 10

Incorporates Technology

Information/Media Literacy

Career Readiness Standard 3

NOTES:

K-4 BENCHMARKS:

- **Develop an awareness of and use a variety of language resources.**
- **Acquire, develop, and use vocabulary and linguistic skills to communicate effectively.**

** for a complete listing of benchmarks see Content Standards and Benchmarks section **

OVERVIEW:

A third grade teacher observed her students' interest in different types of domestic animals and their care. This served as an opportunity to integrate the topic with a unit on developing letter writing skills.

METHODOLOGY

FOCUS OF LESSON: Students will develop basic prewriting strategies and organize information in a letter. Students will also increase awareness about basic animal care and convey the information in an appropriate manner.

PROCEDURE:

1. The teacher reads a story aloud about caring for an animal, and conducts group discussion based on story content and student experiences. The teacher uses brainstorming and webbing to stimulate and illustrate discussion and help students organize their thoughts.

2. Students examine and discuss the various parts of a letter and basic letter writing skills, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written format.

3. Students research in the library/media center to select information appropriate to the purpose of student investigation: reference books, magazines, audio/visual presentations, charts, pictures, and electronic information.

4. Students review samples of writing.

Consider that some cultures have taboos or cultural restrictions about certain animals

Uses Language Arts for communication.

Uses a variety of information.

STUDENT SAMPLE

Dear Friend:

I am going to Disneyland in California. Could you please take care of my pet turtle? I am sending you some care instructions and a Turtle Care Guide Book.

In case you haven't read the book and do not know how to take care of the turtle, I will explain how to do it in this letter.

I will bring the turtle, the box, the bedding, the light, and food to your house. Keep the turtle in the box in a warm place. Keep the light on in his house, it keeps him warm. Leave the newspapers and cloth in the box. The turtle goes to the bathroom so you have to change the newspapers everyday.

Feed the turtle daily small leaves of lettuce and green beans, and give him some fresh water. He likes to eat in the morning and in the evening. You can touch him gently but don't pick him up or carry him.

My turtle likes to come out after school, he likes to watch people and listen to them talk. These are some important things the turtle needs, but the most important thing a turtle needs is a friend!

Have a good time with my turtle.

NOTES:

These sample lessons are provided as suggestions only and may not represent complete instructional units. The NM State Board of Education requires that curriculum be developed at the local level and aligned with NM Content Standards and Benchmarks.

Correct sentence and paragraph structure evident.

Demonstrates an orderly arrangement of information, e.g., elements of turtle care.

Reflects a clear understanding of information from the text.

Establishes friendly, informational tone which is appropriate to the request being made for help.

ASSESSMENT:

Student is able to	YES	NO
1. Follow directions that involve several steps.		
2. Paraphrase information from resources.		
3. Provide information clearly based on reading and research, use details, examples, or personal experiences to explain or clarify information.		
4. Write a short letter using information from reading, teacher, and group discussion showing significant and related information on pet care.		
5. Select and use strategies for collecting and organizing information.		
6. Use the processes of prewriting, drafting, revising, and proofreading to produce the document.		
7. Observe basic writing skills, such as correct spelling, punctuation, capitalization, and sentence and paragraph structures.		

LANGUAGE ARTS CONTENT STANDARD 4:

Students will use a variety of listening and reading strategies appropriately.

K-4 BENCHMARKS:

- **Acquire basic listening skills.**
- **Decode unknown words using phonics and structural analysis.**
- **Use knowledge of culture, context clues, picture clues, and captions to aid comprehension.**
- **Read aloud clearly, smoothly, and expressively, with proper phrasing.**
- **Acquire the social skills of audience behavior.**

** for a complete listing of benchmarks see* **Content Standards and Benchmarks** *section **

This sample lesson may also apply to the following content standards:
- Modern, Classical and Native Languages 2, 5, 7
- Social Studies 1, 3, 8

Incorporates Technology

Information/Media Literacy

Career Readiness Standards 4, 5

NOTES

OVERVIEW:

Students in a literature-based elementary classroom use children's literature selections to focus on specific reading strategies. The content areas are linked together through a theme-based curriculum. Literature, trade books, graphics, manipulatives, software, videos, and other sources are used to study various aspects of the theme.

The students and teacher have an established routine of participating in group and individual reading conferences. The students understand that the conferences provide the teacher with opportunities to teach and review particular reading strategies, grammatical features of language, writing styles, etc. During the conferences, students read orally while the teacher notes student attitudes, strategies, and comprehension.

METHODOLOGY

FOCUS OF THE LESSON: Students will practice using a variety of reading strategies with children's literature.

PROCEDURE:

1. Students are grouped for reading instruction according to their specific needs. For example, there may be a need for some students to learn and practice the reading strategy of skipping an unknown word or phrase, reading on for more contextual information and then coming back to the unknown word or phrase. Emphasis is given to using all three cueing systems in a balanced way for cross-checking and confirmation. The three cueing systems are semantic cue system (meaning), syntactic cue system (language structure), and graphophonic cue system (letter sounds).
2. With a small group of students, choose a short book, chapter, or other piece of writing at the instructional level of the students. The students and teacher then read and use the piece of writing to raise awareness of the strategy, and to practice the particular strategy being emphasized. Students are encouraged to verbalize the strategy used for increased awareness.
3. The students and teacher follow up with partner readings (two students reading and listening to each other), a small group conference (2 or more students and a teacher), or individual conferences (one student and teacher).
4. During the teacher-student conferences, the student(s) read orally a passage that has been read before with the teacher's guidance. The teacher records the errors and self-corrections made by the student(s) and analyzes the results to confirm patterns of cueing system use and reading strategies.
5. During the partner readings, the students take turns reading while the other student listens. The students remind each other of strategies that they can use to decode unknown words or phrases. Students can complete a self-assessment following the reading or use the Reading Bookmark (next page) student self-assessment to check their own reading.

A variety of appropriate reading strategies are emphasized.

Consider that second-language learners' retell of a story may be more elaborate if retold in their first language.

Student Sample

NOTES:

During a student-teacher reading conference, the student read aloud a selection from *The Big Balloon Race* by Eleanor Coerr. Following is a record of part of the read-aloud.

think
I bet you will win", Ariel told mom sc her mother.

Carlotta gave her a kiss. "You can sit in the basket when until it is time to go.

got scr
Ariel got inside the basket and talked to Harry the pig pigeon.

Harry went on every flight. Sometimes he took m-m al messages

from Carlotta to Balloon Farm.

These sample lessons are provided as suggestions only and may not represent complete instructional units. The NM State Board of Education requires that curriculum be developed at the local level and aligned with NM Content Standards and Benchmarks.

The word the child actually read-aloud is above the text, e.g., think
bet

sc = self-correct e = error
a = asked for help r = repeat
t = teacher tells word

Teacher notes:
Juan relies heavily on semantic (meaning) information to predict unfamiliar words. He used the sounds of letters of words to help him self-correct 3 times. Further attention needs to be paid to checking out graphophonic information to confirm or repeat his predictions (e.g., think for bet in the first line). Work with him on skipping/ reading ahead, and then returning to an unknown word.

Assessment:

Sample Reading Conference Record
Name JP

Date 2/97 **Selection** The Big Balloon Race **Reading Level** 2

Use tally marks to tally each time the student uses strategies below.

Uses picture clues in attempting new words
///

Rereads previous text in attempting unfamiliar words
/

Uses sense of language structure
/

Uses graphophonics
////

Errors/miscues (record actual errors)

5 errors	think bet	when until	in inside	pig pigeon	_____ message

Self-Corrections (record actual self-corrections)*

2 sc	mom mother	got got

(# of errors* + # of self-corrections) ÷ # of self-corrections = 5 ÷ 2 = 3.5
2

*An error that has been corrected only counts as a self-correction, not as an e
**This is a ratio that shows 1 out of 3.5 errors are corrected by the reader.
For example: (15 errors + 5 self-corrections ÷ 5 self corrections = 1/4
(One out of every 4 errors was corrected by the student.
The student is noticing one out of every four errors.)

Comments:

Student Self Assessment

My Reading Bookmark

Before I read I ask...
Can I read this or is it too hard for me?
What do I know about this?
What do I expect to learn?

During reading do I ask myself...
Does it sound right?
Is it making sense?
Does it look right?

When it didn't make sense...
Did I reread?
Did I read ahead?
Did I use the rest of the words and ideas to help me?
Did I use any part of the word to figure it out?

When reading I ask...
Did I try to guess what would happen next or what was coming next?
Were my guesses correct?

After reading...
Can I tell someone else what I read?
What words were or groups of words were hard for me?
What does this mean to me in my life?

LANGUAGE ARTS CONTENT STANDARD 5:

Students will speak clearly and write effectively for a variety of audiences and purposes.

This sample lesson may also apply to the following content standards:
- Art 1, 3, 6
- Math 2, 4
- Science 15

Information/Media Literacy

NOTES:

5-8 BENCHMARKS:

- **Expand writing skills and explore a variety of writing forms by writing on a regular basis.**
- **Express facts, ideas, and opinions in a variety of settings in oral and written forms.**
- **Adjust language and vocabulary appropriate to various audiences and for a variety of purposes.**
- **Develop, write, and participate in drama, music, poems, and stories.**

* *for a complete listing of benchmarks see* Content Standards and Benchmarks *section* *

OVERVIEW:

Students in 8th grade have been involved in a unit of short stories in which they study essential components of literature: plot, setting, characters, and style. The story "Chee's Daughter" is included to enhance student perception of cultural variation and increase cultural sensitivity. Students also study various techniques in literature used to make the story more realistic, such as description of physical setting, use of dialogue, etc.

METHODOLOGY

FOCUS OF LESSON: The goal of the lesson is to develop an appreciation of the literature and the behavior of another culture. Student writing will use techniques similar to the author's, and will reflect a sensitivity to the story's culture.

PROCEDURE:

1. Students review and discuss the following concepts:
   a. local color
   b. examples of description
   c. cultural behavior
2. Students take turns reading aloud up to a given point in the story. Discussion takes place about use of description, characterization, local color, etc., and author's voice.
3. Teacher describes the writing assignment: finish a draft of the story in a logical manner, using description, dialogue, and "voice" of the author. Students can then edit work before final assessment.

Assignment expands writing skills and causes student to explore a variety of writing skills.

Assignment engages students to participate in developing stories.

Assignment asks student to adjust language and vocabulary in an appropriate way.

BEST COPY AVAILABLE

STUDENT SAMPLE

After the Little One got onto Grandfather's pony and disappeared behind the red bluff toward her new home, Chee sat back down on the ditch bank and drew a picture of his wife in the sand using a cottonwood twig. "Why do I have to lose my only loved one just because of this stupid rule?" As he drew yet another picture, he began to think of a way to get the Little One back. He could not grief any longer, he had to work hard to earn her back.

Chee walked down into the garden and admired the strong, green corn stalks swaying in the breeze. The melons, the squash, and the chile plants looked amazingly healthy this year. Yes, he had remembered to plant by the moon as his people had taught him.

Back at the trading post the Little One cried in Grandfather's wagon. They were poorer than she had remembered, the tourists weren't buying the rugs much any more. Grandmother prepared the soup for lunch which was the usual bean dish with little corn meal tortillas. It needed salt and some meat. Grandfather wondered whether they would have enough food for the Little One when winter came.

Chee spent his summer watching the garden closely and pulling the weeds that threatened its success. If he had a good crop, maybe Grandfather would reconsider making an exception to the custom. The harvest time came quickly, and the garden produced more than Chee could have expected--thick yellow corn, and several rooms full of orange pumpkins, some which he traded for other foods. Chee made long strings of red chile woven together with the silvery onions he dug from the ground. Carrots, potatoes, and yellow apples--all ready to be eaten, but alone.

The next day Chee could see dust from afar and pondered who it could be. His dark eyes peered from beneath the wide-brimmed hat from the trading post. He was as dark as he had ever been, almost the color of the coconut he had seen in Farmington once.

The clouds of white dust came closer across the prairie and soon he could tell it was Grandfather and the Little One. Soon the Little One yelled, "Daddy, Daddy!" Chee hesitated to let his emotions grow--after all it was "the way." Grandfather looked at Chee and nodded but said nothing. "Come into the shade and drink," Chee insisted. "Did you come for food for the Little One?"

"No, we bring the Little One back to you, we cannot feed her." Chee grabbed her up and swung her in a circle, both of them, screaming with happiness.

NOTES:

These sample lessons are provided as suggestions only and may not represent complete instructional units. The [illegible] State Board of Education requires that curriculum be developed at the local level and aligned with NM Content Standards and Benchmarks.

Correct punctuation.

Wrong word choice

Effective paragraph transition.

Use of visual imaging to make stor more believable.

ASSESSMENT:

4 Points • Ideas clearly communicated and of a mature quality • No usage errors • Correct capitalization, punctuation, and spelling • No fragments or run-ons • Paragraphs have topic sentences, supporting ideas, closing sentences, and are developed in a logical manner • Excellent vocabulary • Effective paragraph transitions	**2 Points** • Poor organization of ideas • Frequent usage errors (such as: agreement, pronoun miscue, tense) • Inconsistent use of capitalization, punctuation, and spelling conventions • Sentence fragments and run-ons; few complete sentences • Poor topic sentence; flawed paragraph development
3 Points • Ideas sufficiently organized and communicated • Only occasional usage errors (such as: agreement, pronoun miscue, tense) • Usually correct capitalization, punctuation, and spelling • Minimal number of sentence errors (fragments or run-ons) • Paragraphs have topic sentences, supporting ideas, closing sentences • Some attempt at paragraph transition	**1 Point** • Ideas poorly communicated • Frequent usage errors (such as agreement, pronoun miscue, tense) • Incorrect or erratic use of capitalization, punctuation, and spelling conventions • Sentence fragments and run-ons; few complete sentences • No concept of paragraph construction

BEST COPY AVAILABLE

LANGUAGE ARTS CONTENT STANDARD 8:

Students will appreciate and respect their own language, culture, and literature, and will learn about the languages, cultures, and literature of others.

This sample lesson may also apply to the following content standards:
- Art 3, 4, 6
- Health 4, 5, 7
- Science 15

Incorporates Technology

Information/Media Literacy

Career Readiness Standards 4, 5

NOTES:

5-8 BENCHMARKS:

- **Explain and appreciate elements of literature from diverse cultures.**
- **Explain differences between the forms and content of oral traditions and literature from a variety of cultures.**
- **Identify the origin and evolution of language, vocabulary, and communication for diverse cultures.**
- **Develop an understanding of diverse literature, language, and cultural experiences.**
- **Develop, analyze, and use social and interpersonal skills to understand and communicate effectively within their own cultures and with the cultures of others.**

** for a complete listing of benchmarks see* **Content Standards and Benchmarks** *section **

OVERVIEW:

Sixth grade students read and analyze folk tales to help them understand elements of culture. Students form a definition of culture through the process of whole group investigation, research, and discussion. They choose and define aspects of culture for focus in further study. Each student prepares an analysis of a folk tale, and participates in a class discussion that compares and contrasts the information from various cultures.

METHODOLOGY

FOCUS OF LESSON: Students recognize, compare, and contrast various elements of culture identified from the literature of diverse cultures.

PROCEDURE:

1. Students investigate different cultures through various media sources including film, library research, and the Internet. Through a process of brainstorming and discussion they agree upon
   - a general definition of culture such as all the things that make up a group's way of living, and
   - areas of culture on which to focus, for example, beliefs, tools and skills, organization, and communication.
2. The class as a whole investigates one folk tale and identifies
   - the elements of folk tales, including characterization, theme, plot, etc.;
   - four cultural concepts; and
   - stereotypes in text and illustrations.
3. Students choose folk tales from various countries or regions and work with a partner to read and discuss the literature. Paired reading accommodates students at all reading levels in English and/or home language. Students work in pairs to prepare an essay that identifies the components of culture interpreted from the folk tale, and that supports the interpretations with specific details. They use and explain vocabulary and customs unique to the particular culture studied.
4. Student pairs then present information regarding their folk tale to the class in a discussion that compares and contrasts cultural elements with the numerous cultures investigated by classmates. Wall charts are prepared to record information for future activities.

Assesses student's ability to infer specific information from story.

Demonstrates student's ability to justify opinions with fact.

BEST COPY AVAILABLE

Student Sample

The Peacock's Eyes is a folk tale from ancient India that tells why every peacock has markings like eyes on its tail. There are many things I learned about India from reading the story that helped me to understand the culture of that country.

This story tells about the rich as many tales do. It is hard to tell what the common people live like but you can see what they eat, how they dress, and what important customs are in this culture. You can also see from the clothing that the climate is warm and that there are many exotic animals.

This folk tale tells of the Sun God's daughter who fell in love with a peacock. The religious beliefs include the forces of nature as gods that take human form and have human emotion. The princess wanted to marry the peacock which tells that marriage is an a honored custom. Families are important as the King would do anything for his daughter's happiness. He and his daughter represent the government and lived in a palace with many slave.

The peacock, an honored guest, was carried on a palanquin which is a large box with poles for carrying people. Gift giving is an important custom as well as bowing low to one that is honored. There are many rules that govern behavior. Honored guests are given garlands of sweet smelling flowers, gifts of precious stones and 'halva', a sweet treat with almonds and pistachio nuts, is served.

The arts and crafts of India include music, art, storytelling, woodworking and painting geometric designs. Stone workers build huge palace designed by architects. Men seem to be very important as the women spent a lot of time waiting on them, almost like slaves as the story says. Education of women includes dancing, playing instruments, and sewing beautiful clothing. Women do not have many rights.

Nothing works for the princess in gaining the love and attention of the ungrateful peacock. The King finally becomes angry at the stubborn peacock and banishes him from the sky. The bird falls to the earth and the tears of the princess spill on his feathers and become rainbow 'eyes'.

This folk tale is about pride and devotion. Even though the princess does not win the man she wants to marry, she is kind and loving. These emotions are important to the Indian culture. Pride is not. It is the same around the world.

NOTES:

These sample lessons are provided as suggestions only and may not represent complete instructional units. The NM State Board of Education requires that curriculum be developed at the local level and aligned with NM Content Standards and Benchmarks

Elements of culture.

Origins of vocabulary and customs specific to a particular culture.

Elaboration of customs.

Some things to consider when assessing students work include

- **student's level of English proficiency if the student is an English language learner (ELL);**
- **allowing an ELL to dictate the task to the teacher or an English-proficient peer;**
- **if literate in home language, an ELL might write the report in his/her own language.**

Assessment:

EXPERT	APPRENTICE	NOVICE
• consistently relates in an interesting and varied format detailed facts that identify and support all elements of culture according to the definition provided • cites and elaborates upon several examples from the reading of vocabulary and/or customs specific to culture • well developed, complete response that is organized and progresses logically, including opening and closing statement that tie piece together • few, if any errors in usage, sentence construction and mechanics	• relates a few facts that identify and support three of the four elements of culture according to the definition; detail is scanty • lists vocabulary or customs specific to the culture with little detail • some ideas are developed; focus and organization are uneven with weak transitions; opening or closing statement may be lacking • displays patterns or errors in usage, sentence construction, and mechanics; errors may interfere with readability	• relates scattered facts that identify and support elements of culture; not all elements of culture are identified • may or may not site an example of both vocabulary and customs specific to the culture • disjointed organization; little development of ideas; opening or closing statement missing • numerous errors in usage, sentence construction, and mechanics; errors may interfere with comprehension

BEST COPY AVAILABLE

LANGUAGE ARTS CONTENT STANDARD 9:

Students will use language and literature to gain insight into their own and others' lives, and to build understanding of moral and aesthetic dimensions of human experience.

This sample lesson may also apply to the following content standards:
- Science 6, 11, 16
- Social Studies 6, 11

Incorporates Technology

NOTES:

9-12 BENCHMARKS:

- **Students will analyze language and literature for contributions to understanding self and others as appropriate.**

* *for a complete listing of benchmarks see* **Content Standards and Benchmarks** *section* *

OVERVIEW:

Students in the 12th grade English class have finished reading and discussing the novel *Lord of the Flies*. Students are to analyze the behavior of the characters and speculate as to the author's intent in writing the book. The assignment is to write a composition in which the student discusses how the story reflects the nature of man. The paper will analyze whether or not the author was successful in revealing the nature of man. The student will also make at least three specific references to the text to support the position of the paper.

METHODOLOGY

FOCUS OF LESSON: The students will use literature to gain an understanding of human behavior and develop insight into their own value systems. The students will critique the actions of the characters in the novel, defend their rationale, and evaluate the author's success in revealing the nature of man.

PROCEDURE:

1. Students have read and discussed *Lord of the Flies* and the significance of the characters' roles;
2. Students analyze behavior of characters and speculate as to the author's purpose;
3. Students write a composition which discusses how the book reveals the nature of man and whether or not the author was successful; and
4. Students support their personal positions by using at least three references to the text.

Student Sample

The novel written by William Golding entitled *Lord of the Flies* successfully reveals the real nature of human beings through the characters of Ralph, Jack, Piggy, Simon, and Roger. These young boys, among others, are marooned on an uninhabited island upon which they attempt to organize themselves to accommodate basic survival.

In the beginning they elect Ralph as a leader and things progress peacefully for a while. As time passes, the characters begin to polarize around two individuals with opposing personalities, Ralph who is mature and sensible and Jack who is unrestrained and somewhat evil. The reader can interpret that the author sees people reacting differently to similar hardships. For example, while Ralph is able to protect and nurture the boys, Jack is unable to subdue evil temptations and actually leads the others to multiple murders. Jack has the ability to influence others to follow him and eventually is the primary cause of the destruction of the island.

The other personalities also point to human characteristics that we often see today. Piggy is a fat boy who is very intelligent. As time progresses, he becomes the lone follower of Ralph. He is a victim of ridicule because of his intelligence and outward appearance and is consequently eventually murdered by Roger.

Simon is the character who shows the most concern for the others. He is a caretaker of the younger boys, is quiet, and thoughtful. Simon is a nonconformist who is unwilling to compromise his moral values, and as such, is hated and eventually killed by the followers of Jack.

Roger is a good example of a person who responds in the worst way when in the presence of his peers. Although Roger is conditioned by society to have a conscience as evidenced by the fact that he refrains from hurting the younger boys, Jack is able to cultivate the evil in Roger and he eventually kills Piggy and turns out to be the most vicious of the entire group when stripped of the taboos of society.

This novel is one that could apply to any time period because it reveals the true nature of mankind. There has been both evil and good since the beginning of history and probably always will be. We will continue to see good people like Ralph and evildoers corrupted by society or group pressure such as Roger and Jack. Hence this novel would always be in vogue.

NOTES:

These sample lessons are provided as suggestions only and may not represent complete instructional units. The NM State Board of Education requires that curriculum be developed at the local level and aligned with NM Content Standards and Benchmarks.

Assessment:

6 Points
- focused and purposeful
- conveys sense of completeness with a logical progression of ideas
- contains substantial and relevant support
- demonstrates mature command of language
- has varied and complete sentence structure
- no evidence of errors in mechanics or spelling
- contains three or more references to text to illustrate points

5 Points
- is focused and shows progression, some lapses may occur
- conveys a sense of completeness
- has ample support
- demonstrates mature command of language with precision in word choice
- has varied sentence structure with rare fragmentation
- few, if any, errors in mechanics or spelling
- contains three references to text to illustrate points

4 Points
- is generally focused but may contain loosely related material
- exhibits some sense of wholeness
- has apparent organizational pattern, although lapses may occur
- demonstrates adequate support, although development may be uneven
- has little variation in sentence structure and most are complete
- generally follows conventions of mechanics and spelling
- contains two references to text to illustrate points

3 Points
- is somewhat focused, may contain loosely related material
- may look complete although organizational patterns have been attempted
- includes some support but development is erratic
- demonstrates adequate word choice but shows occasional vagueness
- demonstrates little variation in sentence structure
- usually displays knowledge of mechanics and spelling
- contains at least one reference to text to illustrate points

2 Points
- is related to topic but contains loosely related materials
- displays little evidence of organizational pattern
- demonstrates lack of completeness
- displays inadequate or illogical support
- demonstrates limited or inappropriate word choice
- contains errors in basic mechanics and spelling
- does not contain references to text to illustrate points

1 Point
- is fragmented or incoherent
- lacks development of support and/or organizational pattern
- no progression of ideas
- displays limited or inappropriate word choice which obscures meaning
- demonstrates gross errors in sentence structure
- contains frequent errors in mechanics and/or spelling
- does not contain references to text to illustrate points

O Points
- not related to prompt
- a copy of a published document
- illegible or incomprehensible

LANGUAGE ARTS CONTENT STANDARD 10:

Students will use state-of-the-art computer and other technology to gather, use and synthesize information,and to create and communicate knowledge.

9-12 BENCHMARKS:

- **Evaluate the usefulness of information for specific purposes.**
- **Expand and use technology, technical writing, and research skills.**
- **Use available technology to locate information and create quality products.**
- **Develop documents and presentations for a variety of purposes using multiple types of technology.**

** for a complete listing of benchmarks see Content Standards and Benchmarks section **

This sample lesson may also apply to the following content standards:

- Art 2, 3, 7
- Math 1, 2, 4
- Social Studies 11, 14

Incorporates Technology

Information/Media Literacy

Career Readiness Standard 3

NOTES:

OVERVIEW:

1. Students will use the computer to present analysis in a compare/contrast format.
2. Students will compare and contrast a theater production and a movie version of *Romeo and Juliet*.
3. Students will view at least two theater productions (live performance or video tape) and at least one movie version of *Romeo and Juliet*.
   The aim of this comparison is to sell the rest of the class on the superiority of either the movie version or the theater production. For example students could choose to compare the versions based on acting skill, costumes, and sets/scenery. They can use a simple matrix/table format in a word-processing software package or they can explore a more complex presentation using multimedia software such as Hypercard. Using multi-media software, they can include actual video clips to illustrate their points.

METHODOLOGY

FOCUS OF THE LESSON: Students will increase their ability to express complex ideas and arguments through the use of technology.

PROCEDURE:

1. Prior to this activity, the class has had hands-on time in the computer lab to learn and use the various software applications available. A number of assignments have been completed using each of the applications so that students are familiar with the advantages and disadvantages of each.
2. The class has had practice analyzing literary works using the compare and contrast exercise. Sometimes the whole class will analyze several pieces and will develop the categories that will be used to compare and contrast. Students have completed at least one short essay using this method to compare short stories or poems on the same topic, or by the same author. Students have acquired basic information on form, voice, organization, style, and other aspects of literary works which are analyzed and critiqued to determine quality.
3. The teacher assigns this task to students as the culminating activity for the grading period. They have several weeks to work on it, and are encouraged to have peers and the teacher review the work in progress. They can use constructive criticism and feedback from others to edit, expand, and improve the final product.

Students could also compare and contrast music, pictorial elements such as color, composition form, and editing techniques.

Students with Internet access could find sites with criticism, film clips, and pictures as an additional source of information.

Indicates students' ability to develop documents and presentations for a specific purpose using computer software.

Indicates students' understanding of literary and other art media through the use of comparison.

BEST COPY AVAILABLE

Student Sample

Matrix Comparing and Contrasting Two Versions of *Romeo and Juliet*

Category	***Franco Zefferelli's Romeo and Juliet (circa 1969)***	***Romeo and Juliet (circa 1996)***
MUSICAL SCORE	The music was too slow and too sweet, almost saccharine. However, one of the songs was very sad and foreshadowed what was to come.	The music was very contemporary and hard edged. It appealed to today's teen audiences better than the F&Z score. It didn't always fit the mood of the play and did not foreshadow events to come.
COSTUMES	The costumes were very rich in historical detail. They fit Shakespeare's time. I especially liked the use of velvet. The boys wore codpieces – yuck!	The costumes were contemporary and fit the grunge mode of 1996 Seattle. They would appeal to teens who like to dress like that. They didn't fit the mood of the play except maybe for the dress that Juliet wore.
ACTING	The actors were very attractive and delivered their lines convincingly. They made the characters believable.	The actors were kind of grungy but appealing. Their characters were believable but different from what Shakespeare might have intended originally.
ACTION	The timing of all the scenes was smooth. The movie action was paced to fit the Shakespearean time period. At times it seemed a little slow but that was because people then didn't have phones and e-mail to communicate. They had to talk to each other face to face to communicate information or they had to use snail mail.	The pace of this version was very fast and hard. It was not smooth but jarring. It moved from scene to scene abruptly. These changes contributed to a hard angry feel to the movie. It was never boring or slow. The Capulets and the Montagues drove around in souped up Monte Carlos and used pagers and cell phones to communicate. Everything was FAST and very current.
DIRECTION	This version of the play is very beautiful. All the elements fit together well to create an overall mood. That mood is one of sadness because things are the way they are and can't be changed. This version stays true to what I think was Shakespeare's overall intent in writing the play.	This version of the play is gritty and real-life. It is not as attractive as the 1969 version. It communicates a mood of frustration and anger more than sadness which may not be what Shakespeare intended. Never-the-less, it works well. This version is not smooth but it is very current.

NOTES:

These sample lessons are provided as suggestions only and may not represent complete instructional units. The NM State Board of Education requires that curriculum be developed at the local level and aligned with NM Content Standards and Benchmarks.

The use of technology was solid but was not particularly creative and did not involve more complex software packages.

The student used a variety of discrete ideas for the purpose of comparing and contrasting.

The student developed 5 different categories within which to make comparisons.

There was some use of slang and the wording was occasionally awkward.

When using a rubric like this, establish benchmark papers for each score level that clearly explicate terms like "quality product."

Assessment:

Score 4 – High Pass
- made all comparisons parallel
- used a variety of discrete ideas for the compare-and-contrast
- created a quality product using technology
- used language to make a convincing argument
- demonstrated a mastery of conventions

Score 3 – Pass
- made most comparisons parallel
- used several discrete ideas for compare-and-contrast
- created an interesting product using technology
- showed a more limited use of language to make an argument; argument less convincing
- some errors in grammar, usage, mechanics, spelling

Score 2 – Pass Needs Revision
- did not consistently make parallel comparisons
- used a limited number of discrete ideas to compare
- product created with technology did not capture audience interest
- used conventions but errors begin to inhibit audience understanding of the product

Score 1 – Needs Significant Revision
- did not compare and contrast
- presented disjointed or unconnected ideas; ideas not parallel
- did not use technology or did not use technology that met the requirements of the assignment
- did not use conventions correctly; audience understanding is inhibited

Score 0 – No response

BEST COPY AVAILABLE

Resources

Websites

Children's Literature Web Guide
http://www.ucalgary.ca/~dkbrown/index.html
The Children's Literature Web Guide is an attempt to gather together and categorize the growing number of Internet resources related to books for children and young adults. Also compiled are book award lists and movies based on children's books. This site is the brainchild of a librarian who clearly loves literature and has done an outstanding job. You will find bibliographies, book discussion groups, current research in the field, and numerous links to other literature sites including theater and sources for play scripts.

Reader's Theater Editions
http://www.aaronshep.com/rt/RTE.html
Scripts for reader's theater and chamber music are presented with follow up activities. Some scripts are in Spanish. The stories are folklore from around the world and are most interesting to students in grades 3-12. Copying, sharing, and performing scripts are permitted for any educational purpose.

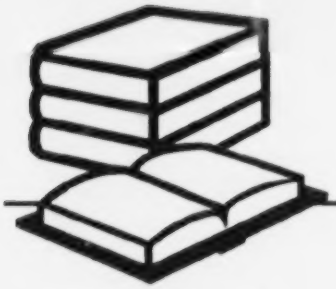
A World Wide Digital Library for Kids
http://www.npac.syr.edu:80/textbook/kidsweb
A worldwide digital library for school kids, K-12, links to in-depth resource information on an entire spectrum of topics: The Arts, The Sciences, Social Sciences, miscellaneous. This is a gold mine of meaty subject matter, exciting and extremely informative! When we checked this one out we located fresh pictures of Mars. This site received high ratings by the teacher who reviewed it.

The Internet Poetry Archive
http://sunsite.unc.edu/dykki/poetry/home.html
This site makes available selected poems from a number of contemporary poets. Biographical information about poets is available through photos, audio clips, poet comments, and graphics.

Tales of Wonder
http://www.ece.ucdavis.edu/~darsie/tales.html
This site provides an archive of folk and fairy tales from around the world, including Native American tales. Complete text included; a great source of printed stories.

On-line Books Page
http://www.cs.cmu.edu/Web/books.html
You can find an index of on-line books which includes more than 3,500 English works free for personal, noncommercial use (i.e., no copyright).

BEST COPY AVAILABLE



Books and Documents

Standards for the English Language Arts
National Council of Teachers of English, 1996
(800) 369-6283
This book is the culmination of over three years of research and discussion among members of the English language arts teaching community, parents, and policy makers. The standards are designed to complement state and local efforts and encompass the use of print, oral, and visual language. Six interrelated English language arts are addressed: reading, writing, speaking, listening, viewing, and visual representing.

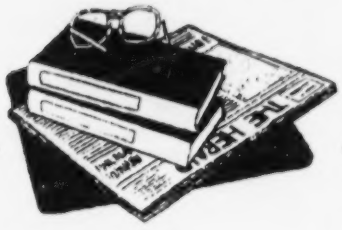
English Language Arts Standards Exemplar Series: Assessment of Student Performance
National Council of Teachers of English, 1996
(800) 369-6283
Edited by Miles Myers and Elizabeth Spalding
This three-volume series illustrates how NCTE/IRA Standards for the English Language Arts are embodied in student work. Samples of student performances, rubrics, and teacher commentaries on various types and levels of student performance are included. Each volume includes in-depth selections from individual portfolios, illustrating a student's work across many tasks. The series are broken up by grade levels, K-5, 6-8, and 9-12. It is very useful for educators creating student assessment systems.

Standards in Practice Grades K-2
Linda Crafton
Standards in Practice Grades 3-5
Martha Sierra-Perry
Standards in Practice Grades 6-8
Jeffrey D. Wilhelm
Standards in Practice Grades 9-12
Peter Smagorinsky
National Council of Teachers of English, 1996
This series of books illustrates what the standards look like in practice in actual classrooms at different grade levels. Culturally and linguistically diverse students make up the population in most of the descriptions of actual classrooms and schools across the nation. Each description concludes with an excellent resource section including children's literature, teacher resources, and organizations.

Children's Literature in an Integrated Curriculum
Edited by Bette Bosma and Nancy DeVries Guth
Teacher's College Press and The International Reading Association, 1995
Suggestions on how to promote literacy throughout all content areas of the curriculum and across age levels. Includes suggestions for appropriate books and planning instructional units around all genres of quality children's literature. Good for K-8 teachers who want to integrate literature into the curriculum.

All for the Children: Multicultural Essentials of Literature
Denise Ann Finazzo
International Thompson Publishing, 1997
This book addresses the most current issues in children's literature, particularly cultural diversity and multiculturalism. This is an excellent resource for use in integrating various genres of multicultural literature across the curriculum. Lesson plans that are activity based and student centered are included along with connections to theories of child development.

BEST COPY AVAILABLE



Periodicals

Book Links
American Library Association
50 Huron Street
Chicago, IL 60611
(800) 545-2433
http://www.ala.org
This quarterly publication provides a fabulous survey of literature for use in the classroom. It includes extensive activities and suggestions for integrating the book into the curriculum as well as specifics on how to acquire the book and the price range. You can find topical reviews of books by a specific theme/topic.

Magazines for Children: A Guide for Parents, Teachers, and Librarians
American Library Association
50 Huron Street
Chicago, IL 60611
(800) 545-2433
http://www.ala.org
The American Library Association periodically publishes this useful guide that reviews magazines, gives grade/age level suggestions, and provides subscription information.

The Reading Teacher
The International Reading Association
800 Barksdale Rd.
P O Box 8139
Newark, DE 19714-8139
(302) 731-1600 or (800) 336-7323
http://www.reading.org
This publication contains a wide variety of articles about effective literacy instruction. It contains current research, teaching ideas, reviews of literature and instructional materials, and more resources. It is quite user friendly for classroom teachers across content areas as it focuses on literacy across the curriculum.

Journal of Adolescent and Adult Literacy
Also published by **International Reading Association**, this journal contains translations of theory into practice with reports on current research, reviews of professional and adult literature, and reviews of instructional materials. This journal is useful for educators working with students in middle school grades through adult level.

Language Arts
National Council of Teachers of English
1111 W Kenyon Rd.
Urbana, IL 61801-1096
(217) 328-3870 or (800) 369-6283
This journal is most useful for educators working with students in grades K-8. It focuses on instructional activities, trends in language arts instruction, literary news, and links to other resources and events.

BEST COPY AVAILABLE

Organizations

International Reading Association (IRA)
800 Barksdale Rd.
P O Box 8139
Newark, DE 19714-8139
(302) 731-1600 or (800) 336-7323
http://www.reading.org
New Mexico IRA contact: Susan Ratliff (505) 599-8606
This is a large literacy organization that is of interest to language arts teachers as well as teachers of other content areas who are integrating language arts and literacy . Brochures for educators, parents, and students; book reviews; and books to purchase are available through the organization. Their website can lead you to numerous resources and information.

National Council of Teachers of English (NCTE)
1111 West Kenyon Rd.
Urbana, IL 61801-1096
(217) 328-3870 or (800) 369-6283
http://www.ncte.org
NCTE is devoted to improving the teaching of English and language arts at all levels of education. NCTE publishes a variety of books, journals, and other publications for a range of age and grade levels that deal with current issues in teaching, research findings, and ideas for teaching all aspects of English and other topics.

National Association for Bilingual Education (NABE)
Jim Lyons, President
1220 L Street, NW, Suite 605
Washington, DC 20005
(202) 898-1829
http://www.nabe.org

New Mexico Association for Bilingual Education (NMABE)
Theresa Lucero, President
(505) 864-4466

NABE is a professional and advocacy organization promoting excellence and equity for language minority students in the U.S. NABE focuses on the advancement of language competencies and multicultural understanding of all students. Its members include educators, parents, community members, and leaders of community, governmental, and business organizations. NABE members work in all disciplines, in all specialties, and at all levels from preschool through postgraduate education. Contact NABE or NMABE for information on the state and national conferences held each year.

National Clearinghouse for Bilingual Education (NCBE)
1118 22nd St. NW
Washington, DC 20037
(800) 321-NCBE
http://www.ncbe.gwu.edu
NCBE is funded by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to collect, analyze, and disseminate information relating to effective education of linguistically and culturally diverse learners in the U.S. A wide variety of publications and books are available through NCBE. Information is also provided through its World Wide Web server, Newsline weekly news bulletin, and NCBE Roundtable topical electronic discussion group. Links to the **National Association of Bilingual Education** can be found here.

Teachers of English to Speakers of Other Languages (TESOL)
1600 Cameron St., Ste. 300
Alexandria, VA 22314
(703) 836-0774
http://www.tesol.edu
TESOL is an international professional organization of persons and institutions in the field of teaching English as a second or foreign language. A wide variety of teaching ideas, books, and publications are available through TESOL. The ESL standards and information on conferences and events relating to the field are available as well.

BEST COPY AVAILABLE